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ABSTRACT

School within a School (SWS) is a locally funded program in the Des Moines (Iowa) Public Schools of instruction in basic skills, career guidance, and counseling support for at-risk 7th, 8th, 9th, and 10th graders in comprehensive middle schools and high schools. In 1991-92, 323 high school students and 67 middle school students participated. As part of the program role of support to students who are not being successful in school, teachers work with reduced class sizes to make personal connections with students. Counselors intensify human connections with these students. Referrals to program and community agencies and small group counseling help students cope with forces interfering with their success in school. Students perceive the SWS program positively, with an average of 88 percent responding favorably in attitude surveys since 1989. Student performance objectives between 1989 and 1992 demonstrate positive growth for SWS students in progress toward graduation and attendance and lower dropout rates. To determine long-term effects, evaluation must be planned to continue beyond grade 10. Cost estimates are provided for expanding program services, including teacher training, and increasing the numbers of students served. Six tables present evaluation findings. (SLD)

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SCHOOL WITHIN A SCHOOL

NOVEMBER 1992

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BEST COPY AVAILABLE

SCHOOL WITHIN A SCHOOL, GRADES 7, 8, 9 ,10

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November, 1992

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SCHOOL WITHIN A SCHOOL
EVALUATION ABSTRACT

CONTEXT
School Within A School is a locally funded program of instruction in basic skills, career guidance and counseling support to meet the needs of at-risk seventh, eighth, ninth and tenth graders in the comprehensive middle and high schools. Three hundred twenty-three high school youth and sixty seven middle school youth participated in the program in 1991-92. Collaboration with New Horizons, Des Moines Plan, SUCCESS, the Alternative High Schools and various community agencies such as United Way, the Young Women's Resource Center and various social support agencies has been extensive and continues to grow.

INPUT
Budget expenditures for 1991-92 include salaries and benefits ($620,715), supplies and materials ($7,758), in-service ($3,409), and clerical/administrative support ($31,421). The total expenditure for SWS has declined 11% since 1989-90. Staff include 11.5 F.T.E. teachers, 6 F.T.E. counselors, a .5 secretary, and a .5 coordinator. In addition, New Horizons provides 2.5 F.T.E. work experience advisors to work with SWS students.

PROCESS
The role of the program is to support students who are not being successful in school due to a variety of causes. Teachers working with reduced class sizes make greater personal connection with students. Motivation to learn and grow is instilled in students primarily on the basis of this personal relationship. Counselors intensify the human connections with these youth. Referrals to programs and community agencies and personal and small group counseling help students cope with external and internal forces interfering with their success in school.

Staff development is an important strategy for supporting teachers and counselors who work with at-risk youth. SWS has provided the opportunity for teachers to attend professional conferences and locally developed training. Teachers say that the sharing of ideas and successful strategies is important.

PRODUCT
Students perceive the SWS program very positively. Participation in SWS is voluntary. An average of 88% of SWS students since 1989 have responded very positively to an attitude survey regarding all aspects of SWS.

Based on the students' past performance, without intervention S.W.S. students would be expected to perform more poorly than average on measures of achievement, attendance and retention in school. Student performance objectives between 1989 and 1992, however, demonstrate positive growth for SWS students.
1. SWS students on average earn credits and progress toward graduation on schedule (average 2.4 units per semester).
2. SWS students attend school within 2-3% of the attendance rate for their building on average.
3. SWS students drop out at a lower rate or within 2% of the building rate in four of the five high schools. The fifth high school's rate fell to 1.9% for 1991-92.

FUTURE PLANS
1. Equity of service is an issue when six of ten middle schools have S.W.S. programming. Extension of middle school SWS opportunities to the four buildings not presently served enabling services for an additional 120-160 students would cost approximately $280,000.
2. Evaluation of programming should include long term effects on students. Following the progress of SWS students beyond tenth grade is necessary if we are to determine the ultimate success of the SWS intervention. Additional clerical support to meet this need would cost

approximately $7,000.

3. Programming changes dictate a need for additional coordinator support. Additional funding for a full time SWS Coordinator ($28,500) would provide for:

- support of the new middle school SWS programs (180 students, 9 F.T.E. or 22 staff) at six sites and potentially at all ten sites (300 students, 15 F.T.E. or 35-40 staff)
- continuing the development of mentoring to provide opportunities at all program sites
- expanding the grant writing function of the Coordinator
- expanding into a more comprehensive evaluation design necessary to meet the District's requirements and the State School Budget Review Committee requirements.

4. As Effective Schools Research has focussed attention on time on task, the need to have teachers in class rather than in training has become apparent. Changing the delivery of in-service to reach teachers beyond the contract day would cost approximately $12,000.

5. Apparent needs dictate returning full staffing to Hoover and North allowing for service to an additional 30-40 students. This would mean adding 1.5 staff at a cost of approximately $70,000.

A copy of the complete report is available upon request from the Department of Information Management Des Moines Public Schools, 1800 Grand Avenue, Des Moines IA 50309-3399. Telephone: 515/242/7839.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

School Within A School
Mission Statement

Each School Within A School Building Team will provide a program of high quality, small group instruction and support to youth at-risk, fostering a sense of belonging and student ownership of the educational experience.

This will be accomplished through:

- A lower student-teacher ratio permitting a more personal connection between staff and students
- A more active, participatory learning environment including computer assisted instruction
- Increased opportunity for student choice and ownership of the educational process
- A focus on competencies and outcomes of learning
- A lower student-counselor ratio, permitting increased individual and small group counseling and large group guidance
- A focus on development of self esteem and social skills
- An application of curricular content in the real world
- A focus on development of long and short range student planning including educational and vocational goals
- Work experience and career related instruction
- An initiative to develop student advocates or mentors

CONTEXT EVALUATION

District Mission Statement and youth at-risk

The Des Moines Independent Community School District's mission statement expresses that we "will provide a quality educational program to a diverse community of students where all are expected to learn." In May 1989 a compressed planning conference of Des Moines educators defined one segment of this diverse community of students. "Children and youth at-risk are those whose success in school requires adaptation and modification of educational programs to provide the foundation for personally rewarding lives and to become self-sufficient, contributing , and productive citizens." School Within A School is one of Des Moines' primary intervention strategies providing appropriate instruction and supportive services for youth at-risk in the middle and high schools. Extensive collaboration between School Within A School and District and community programs for youth at-risk has created an effective safety net for students.

State Regulations

The State of Iowa recognizes the need for programs to meet the needs of youth at-risk. Iowa Administrative Code, Ch. 281--12.5(13), Provision For At-Risk Students, defines the comprehensive services required to meet the needs of these students and comply with the law. Chapter 442.52-54, School Laws of Iowa, defines provisions for receiving increased allowable growth funding for services to dropouts and dropout prevention. The source of this funding is 100% local property tax. Such funding was sought to support School Within A School and other programs serving dropouts and potential dropouts in 1989-90. For 1990-91 and 1991-92 the District chose to include dropout prevention funding in a new source described in Iowa Code 257.18- 257.21. The new source was derived from 73% local property taxes and 27% state sources. This funding, approved by the Des Moines community in 1990, is known as the Instructional Support Levy.

History

Beginning with the inclusion of ninth grade in the high schools in the fall of 1978, there was a gradual rise in the annual dropout rate of our high schools through 1986. The highest percentage of dropouts occurs in ninth grade followed by tenth grade, eleventh grade and twelfth grade. The apparent need for services and the new availability of funding sources provided the circumstance for creation of several new or expanded services to at-risk students.

School Within A School (S.W.S.) was begun at East, Lincoln and North High Schools in 1984-85 and was extended to Hoover and Roosevelt High Schools in 1985-86. Original goals for the program included:

1. supporting the transition into high school of youth at-risk
2. reducing the dropout rate

Staff were provided to serve 60 students at East, Lincoln and North and 45 students at Hoover and Roosevelt. Curriculum was to include on grade level instruction in math, history and English. Students received greatly increased counseling support since each program had its own counselor.

In 1988-89, federal grant monies were sought from the Department of Education to provide New Horizons' services to S.W.S. students. Half-time work experience advisors were hired for each S.W.S. site. These staff provide career related instruction in S.W.S. classes, help students find appropriate public and private sector jobs and supervise the employment. This grant expired in 1991. Staff salaries and student work subsidies were included in the Instructional Support Levy for 1991-92.

For 1990-91, S.W.S. was to reduce its budget to conserve for the inclusion of In School Suspension in the dropout prevention budget. Hoover and North S.W.S. programs were affected in terms of staff reductions based on program use in 1989-90. Reductions of nearly $160,000 meant that for 90-91 Hoover would be staffed with 1.4 F.T.E. and North would be staffed with

1.6 F.T.E. This reduction changed the program capacity from 45 down to 30 students at Hoover and from 60 down to 35 at North. For 1992-93, the North High S.W.S. Program staff has been increased to 2.1 F.T.E. increasing capacity to 42 students.

In 1990-91, S.W.S. began collaborating with Des Moines Plan in providing services to youth at-risk. Teacher in-service, administration and coordination of services are primary emphases of the collaboration.

For 1991-92, two middle school demonstration projects initiated S.W.S. services at Hoyt and Goodrell Middle Schools. Each program received 1.0 F.T.E. teacher staff and .5 counselor staff. Each site developed its own organizational model. Sixty-seven students were served during 1991-92.

Each year since 1986, when S.W.S. was fully implemented, the District has shown a decline in the dropout rate for high schools:

1985-86	10.5%
1986-87	10.3%
1987-88	10.0%
1988-89	9.3%
1989-90	8.5%
1990-91	6.3%
1991-92	4.7%

School Within A School is part of the comprehensive programming leading to this positive result of reduced withdrawals from the high schools.

Current Program Description

Funding application guidelines dictate that program services will address academic, personal/social and vocational growth for S.W.S. students. S.W.S. has responded to this mandate differently at each implementation site. We do not see exactly the same course offerings or staff structure in each building. Generally, academic course offerings include the following:

Ninth Grade: World History, English 9, Introduction to Math

Tenth Grade: American History, Speech/Composition, Introduction to Algebra

S.W.S. courses have the same objectives as the on-grade-level curriculum. The same textbooks and evaluation measures are used for S.W.S. classes. The primary modifications to the regular educational program are teaching strategies and degree of individualization allowed by the reduced student-teacher ratio (15-1). Instructional staff have received training in working with youth at-risk to help them recognize the need for a modified delivery style.

One of the critical goals of S.W.S. is to promote social/emotional growth through a sense of engagement and belonging for the youth involved. Each school has developed its own unique method for promoting this affective oriented goal. Methods include: cooperative learning, cross age level mentoring, classic mentoring, life skills classes, town meetings, service learning projects, S.W.S. homerooms, and student developed field trips, orientations, graduation ceremonies, award ceremonies.

Growth toward career awareness and the development of job skills is fostered by direct instruction by the S.W.S./New Horizons Advisor in S.W.S. classes. Public and private sector work experience is supported when appropriate for S.W.S. students. For many students work experience is a key component. Economic deprivation coupled with social isolation are common characteristics of S.W.S. students. Broadening the experience of S.W.S. students is a fundamental tenet of the educational process with S.W.S. students. A need for additional social skills becomes apparent to students as their exposure in the community increases. Approximately fifty percent of S.W.S. students are involved in work experience. An extensive evaluation of the S.W.S./New Horizons work experience program is included in the New Horizons evaluation report.

INPUT EVALUATION

Funding Sources

School Within A School is a locally funded program. Permission to levy taxes supporting services for at-risk students has been granted by the State Budget Review Committee based on annual applications. If programs and services were not provided then Des Moines would not be eligible to seek this funding. Chapter 442.52-54, School Laws of Iowa spells out provisions for receiving approval from the State Budget Review Committee for increased allowable growth funding for services to dropouts and dropout prevention. Until 1990-91, Des Moines had applied for and received this funding annually since 1983. For 1991-92 and 1992-93 School Within A School was funded entirely from the Instructional Support Levy. Plans are to continue funding for S.W.S. in the Instructional Support Levy for 1993-94 and to supplement this support with a renewed application to State Budget Review Committee.

Budget

For 1989-90, total program budgets for staff, benefits, supplies, in-service and administration were $764,780. For 1990-91, total budgets were $709,246. This includes all program costs other than texts, building overhead and maintenance. Budgets are divided between five comprehensive high schools and have been aggregated for purposes of reporting.

Budget Category	89-90 Budgeted	89-90 Expended
Staff	$551,440	$527,661
Benefits	$132,340	$139,831
Computer H'dware	$12,000	$12,000
Supplies	$10,000	$9,764
In-service	$2,500	$1,560
Clerical/Administrative	$56,500	$54,873
TOTAL 1989-90	$764,780	$745,689

Budget Category	90-91 Budgeted	90-91 Expended
Staff	$511,481	$496,062
Benefits	$156,034	$135,205
Supplies	$10,000	$10,449
In-service	$5,500	$2,840
Clerical/Administrative	$26,231	$24,328
TOTAL 1990-91	$709,246	$668,884

Budget Category	91-92 Budgeted	91-92 Expended
Staff	$533,021	$472,159
Benefits	$164,998	$148,556
Supplies	$10,000	$7,758
In-service	$5,500	$3,409
Clerical/Administrative	$26,293	$31,421
TOTAL 1991-92	$739,812	$663,303

Human Resources

Instructional Staff

Staff resources include 3.0 full time equivalent (F.T.E.) teachers at Lincoln and East, 1.4 F.T.E at Hoover, 2.1 F.T.E. at North and 2.0 F.T.E. at Roosevelt. Twenty-four individuals made up this professional staff in 1991-92. The middle school demonstration projects each had 1.0 F.T.E teachers dispersed among several individuals.

Counseling Staff
Each high school has a full time counselor for services to S.W.S./Des Moines Plan students. Lincoln is the only high school to utilize S.W.S. counseling for non-S.W.S. students. High student/counselor ratios caused this site based decision. This decision has reduced the time available and consequently the effectiveness of S.W.S. counseling with S.W.S. students. In addition, S.W.S. Counselors coordinate check point testing and selection of students for the Des Moines Plan. A half time counselor is staffed for each middle school S.W.S. program.
New Horizons Advisor Staff
Also providing direct program services, though funded and coordinated through New Horizons, are the 2.5 F.T.E. Work Experience Advisors.
Administrative and Clerical Staff
Additional staff include a .5 F.T.E. coordinator and .5 F.T.E. clerical support person.

Textbooks
Because School Within A School provides on-grade-level curriculum, textbooks are provided by the buildings for S.W.S. students. Math, history and English texts are selected by District committees. Supplemental materials and software for S.W.S. are purchased at each site to meet teacher and student needs from the supply budget for each implementation site.

Equipment
Ten Apple GS computers and two printers were purchased in 1988 for each S.W.S. program site. Site based decisions have determined the allocation of these machines in S.W.S. classrooms. S.W.S. has purchased its own software to support particular curricular emphases.

Community Resources
Community members sit on the S.W.S./Des Moines Plan For Student Success Advisory Committee. The committee has provided support for students and staff of S.W.S. This group supported the initial school wide survey of mentoring opportunities in Des Moines Schools 1990. An annual project has been the recognition reception for S.W.S. teachers.
Business-school partnerships known as Partners For Progress have in several high schools provided human and monetary resources to support S.W.S. Typical examples of support include providing opportunities for career exploration and providing incentives for positive student attendance or achievement.
Many community agencies provide services to S.W.S. students and families. The Young Women's Resource Center has provided a program of pregnancy prevention education known as "It Takes Two" to our high school S.W.S. programs. Additionally, this organization has provided small group counseling and support groups for several of our high school S.W.S. programs. Outreach workers from Our Primary Purpose have provided evaluations, treatment and after care counseling for some of our students. Another organization providing direct support for S.W.S. students is National Council On Alcoholism. Outreach workers provide counseling and support groups on a regular basis in several S.W.S. sites. Often these agencies are engaged by the S.W.S. counselor on behalf of the students. Often referrals begin with the assessment services of the Student Assistance Program.
A recent development for S.W.S. has been establishing the support of United Way in working to bring additional human resources to S.W.S. For 1992-93, ten mentors have been recruited from the business community to support S.W.S. youth. Expansion of this effort to all S.W.S. students and sites is a goal. The plan is to work through the Partners For Progress school committees with joint S.W.S. and United Way presentations on the benefits of mentoring as a volunteer activity.

PROCESS EVALUATION

S.W.S. Objectives

Objectives and results for 1989-90 and 1990-91 are reported in the Product Evaluation Section.

Responsibility Statement of S.W.S. Coordinator for 1991-92

The .5 F.T.E. Coordinator is to support and assist principals and program staff in meeting program goals and objectives.

Organizational tasks include:

1. Development of funding proposal for Programs for Dropouts and Dropout Prevention.
2. Coordination of Annual Evaluation of Programs for Dropouts and Dropout Prevention for State Budget Review Committee.
3. Development and evaluation of program goals and objectives.
4. Development and monitoring of budget for S.W.S.
5. Communication with staff, administration, students, parents and community regarding S.W.S.
6. Consultation with subject supervisors on selection of staff.
7. Providing leadership to S.W.S. staff in implementing program.
8. Planning and implementing in-service programs for S.W.S. staff in curriculum areas of English, math, history, counseling.

Objectives of S.W.S. Coordinator, 1991-92

Weight (%)	(.5 F.T.E. denotes that a total of 50% of time be allocated to S.W.S.)
35 %	1. Perform organizational tasks.
5 %	2. Support the development, implementation and evaluation of two demonstration projects for S.W.S. in middle school.
5 %	3. Represent S.W.S. and programs for dropouts and dropout prevention in District and community networking situations.
5%	4. Continue to develop program emphasis on mentoring and community service.

In-Service

The need for in-service is great. Teachers must rethink instructional strategies when working with homogeneous populations of youth at-risk. In addition to Fall Conference Workshop and District In-service Day, S.W.S. provides each staff member one day per semester of training. Titles of sessions, targeted staff, and dates of in-services follow. The centralized budget for S.W.S. in-service is $3,000. An additional $500 is allocated to each building for site based staff development annually.

Date	Staff	Title
8/24/89	All	Cooperative Learning, Yearly Planning
10/12/89	Math	Problem Solving and Individualizing
10/24/89	History	Social Science Software, Learning Styles
11/2/89	Counselors	Dysfunctional Families
11/16/89	English	Computerized Newsletters, Critical Objectives for English 9
3/5/90	All	Teachers Make The Difference
8/21/90	New Staff	Working With youth at-risk
8/23/91	English	Developing Responsibility In S.W.S. Youth
8/23/91	Math	Developing Responsibility In S.W.S. Youth

10/19/90	History	Iowa Council of Social Studies Teachers Annual Conference
11/6/90	Math	Algebra Lab Gear, Teacher Successes
11/13/90	Counselors, English	Intervening In The Cycle of Discouragement: Making School A Place of Excellence For All Kids
2/8/91	Math	Iowa Council Teachers of Mathematics Annual Conference
2/19/91	English	Writing Assessment and Portfolios
3/4/91	All	Service Learning: Real World Relevance
4/16/91	History	Conflict Management Models
8/23/91	All	Mission Statements, Building Objectives, Classroom Objectives
10/10/91	Counselors	Legal and Ethical Issues In Counseling Workshop
10/22/91	Math	Number Sense and Numeration
10/26/91	English	Iowa Council Teachers of English and Language Arts Conference
12/10/91	English	Teacher Proven Ideas/Gangs and youth at-risk
1/30/92	Math	Iowa Council Teachers of Mathematics Conference
3/14/92	History	National Council Social Studies Teachers- Great Lakes Regional Conference

Professional Meetings Attended By Staff

Many staff have taken advantage of Phase III funding to attend professional meetings. Beginning in 1990-91, S.W.S. paid for one day conference registration at the appropriate annual state conference- social studies, English, reading or math. Several staff have presented at local and national conferences. Dissemination of information gained at conferences is on-going.

Grant Writing

Phase III grants sought by the S.W.S. Coordinator have successfully funded development of a life skills curriculum for Lincoln S.W.S. and development of a middle school S.W.S. program model at Hoyt. Application to the U.S. Department of Education to support mentoring and peer tutoring at five middle and high schools in 1990 was not approved for funding. Federal Dropout Demonstration Grants were applied for successfully in 89-90 to fund work experience for S.W.S. This same source was denied in 91-92 when application was made for extending S.W.S. to four additional middle schools and extending SUCCESS.

PRODUCT EVALUATION

Understanding Progress of Youth At-Risk

S.W.S. students are selected for participation on the basis of poor achievement, poor attendance and/or poor behavior. Failure report data, attendance data, report cards, teacher and counselor recommendations are the source of most referrals to S.W.S. **Achievement and other outcome data must be interpreted with a realization that without intervention these youth would have been expected to have performed at a much lower level than the regular building or district averages.**

The Dropout Rate

The withdrawal rate from the comprehensive high schools has declined steadily since the inception of S.W.S. Each year since 1986, when S.W.S. was fully implemented, the District has shown a decline in the dropout ratefor high schools:

1985-86	10.5%
1986-87	10.3%
1987-88	10.0%
1988-89	9.3%
1989-90	8.5%
1990-91	6.3%
1991-92	4.7%

School Within A School is part of the comprehensive programming leading to this positive result of reduced withdrawals from the comprehensive high schools.

Adherence to State Standard For At- Risk Youth

Successful annual applications to the State Budget Review Committee for funding via legislation designed to provide increased allowable growth for programs serving dropouts and dropout prevention implies that program services meet state guidelines for serving youth at-risk. This funding has been successfully sought for 1985 through 1990.

NCA Evaluation Results

NCA evaluations at East High, 1989, Hoover, 1990, and Lincoln, 1991 reflect positively on S.W.S. In the East report S.W.S. is commended for "providing transition and guidance for students entering high school and staying in high school while establishing a link between education and the world of work." The Hoover report states that the NCA team was "impressed with the program." They allude to "the haven provided by the three (S.W.S.) classes and the counselor to cope with the problems that make each one an 'at -risk' student." Lincoln's report refers to the strength of "providing programming to meet student needs and keep all students in a conventional high school until graduation." Staff are described as "caring, hard working professionals" who focus on educating the whole child.

Outcomes From Program Objectives

Student Performance Objectives

Objective 1: Sixty-five percent of students enrolled for a complete semester in the S.W.S. program will achieve a minimum of 2.0 units of credit as evidenced by records on file with the building registrar.

Data: Percent of Students Earning 2.0 Units of Credit Per Semester

Semester	East	N	Hoover	N	Lincoln	N	North	N	Roosevelt	N
Fall 1989	74%	37	74%	25	73%	29	75%	48	78%	46
Spring 1990	77%	43	66%	21	96%	44	80%	45	75%	48
Fall 1990	87%	53	86%	32	96%	44	78%	39	76%	53
Spring 1991	88%	51	78%	28	90%	36	70%	37	82%	50
Fall 1991	84%	70	88%	29	58%	30	77%	43	84%	37
Spring 1992	85%	58	80%	28	91%	42	72%	41	80%	47
Average	83%		79%		84%		75%		79%	

Methodology and Results: In the last three years each S.W.S. program has had at least 65% of students completing the semester in S.W.S. reach 2.0 units of credit. The average number of credits earned is 2.4 for all students completing a semester in the program. Multiplied by eight semesters this figure would equal 19.2 credits. The average S.W.S. student is progressing toward high school graduation on time.

Objective 2: For S.W.S. students completing the semester, average daily attendance will be not more than 5% lower than the attendance for the remainder of the school population as evidenced by records on file with the S.W.S. building coordinator.

Data: Deviation In Attendance Percent From School Average

School/ Sem.	N	Total Absences	Avg Days Absent	% S.W.S. Attendance	% School Attendance	S.W.S.-School Attendance
East/F89	50	421.5	8	91%	91%	-0.57%
East/S90	56	624.5	11	88%	91%	-3.59%
East/F90	61	475.5	8	91%	91%	0.74%
East/S91	58	570	10	89%	91%	-2.12%
East/F91	83	722.5	9	90%	91%	-0.29%
East/S92	68	676.5	10	89%	91%	-1.67%
Hoover/F89	34	247	7	92%	94%	-1.87%
Hoover/S90	32	476	15	83%	94%	-10.33%
Hoover/F90	37	252.5	7	92%	94%	-1.38%
Hoover/S91	36	376.5	10	88%	94%	-5.42%
Hoover/F91	33	276	8	91%	93%	-2.71%
Hoover/S92	35	150	4	95%	93%	1.82%
Lincoln/F89	40	389	10	89%	91%	-2.01%
Lincoln/S90	45	396	9	90%	91%	-0.77%
Lincoln/F90	46	396	9	90%	91%	-0.09%
Lincoln/S91	40	394	10	89%	91%	-2.14%
Lincoln/F91	52	571.5	11	88%	91%	-3.33%
Lincoln/S92	46	492	11	88%	91%	-3.00%
North/F89	57	222.5	4	96%	93%	2.76%
North/S90	56	667.5	12	87%	93%	-6.14%
North/F90	50	387.5	8	91%	92%	-0.46%
North/S91	53	195.5	4	96%	93%	3.00%
North/F91	56	651.5	12	87%	89%	-2.21%
North/S92	57	342	6	93%	89%	4.05%
Roosevelt/F89	59	336.5	6	94%	93%	0.78%
Roosevelt/S90	64	1064.8	17	82%	93%	-11.37%
Roosevelt/F90	70	550.5	8	91%	93%	-1.86%
Roosevelt/FS91	61	276.5	5	95%	93%	2.08%
Roosevelt/F91	44	364	8	91%	93%	-2.02%
Roosevelt/F89	59	442	7	92%	93%	-1.15%

Methodology and Results: The above percentages (S.W.S.-School Attendance) are the difference

between S.W.S. and the building's attendance rate. Negative numbers show S.W.S. students attended more poorly than the general ninth grade population of a building. Only four times did an S.W.S. program exceed the 5% difference stated in the criterion. Average attendance in S.W.S. is 90.3 % over the last three years for students who complete the semester.This average is within 2% of the district attendance average.

Objective 3: Near the end of the program year, 75% or more of a 10% random sample of S.W.S. students will respond positively to the program by marking no more than two items "disagree" as measured by their responses to a one-to-one structured interview conducted by the Department of Evaluation and the S.W.S. Program Coordinator.

Data: Average Percentage of Students Responding Positively Regarding Program Services Via S.W.S. Student Survey

	East	Hoover	Lincoln	North	Roosevelt
1989-92 Average	85.0%	95.0%	85.0%	85.0%	90.0%

Methodology and Results: A twenty item survey of student attitudes toward S.W.S. is administered to five randomly selected students each semester at each school. The objective is that a minimum of 75% of the students demonstrate positive regard for S.W.S. by marking not more than two negative comments out of the twenty questions. The percent of the five students marking at least eighteen of the responses positively is reported as an average for six semesters 1989-92. S.W.S. students recognize the support that the program provides to them.

Objective 4: The dropout rate for S.W.S. students will be equal to or lower than the rate for all ninth graders at the high school in which the program is located as documented by the building S.W.S. coordinator each semester.

Data: Deviation In S.W.S. Dropout Rate From Building Ninth Grade Dropout Rate

School/ Sem.	S.W.S. Drops	S.W.S. % Drops	School % Drops	S.W.S.-School- % Drops
East/F89	3	5.2%	6.9%	-1.7%
East/S90	4	6.5%	6.9%	-0.5%
East/F90	7	9.6%	5.8%	3.8%
East/S91	7	10.3%	5.8%	4.5%
East/F91	5	5.2%	2.8%	2.5%
East/S92	4	5.1%	2.8%	2.3%
Hoover/F89	1	-2.9%	5.5%	-2.6%
Hoover/S90	2	5.9%	5.5%	0.4%
Hoover/F90	1	2.3%	2.6%	-0.2%
Hoover/S91	1	2.7%	2.6%	0.2%
Hoover/F91	1	2.7%	1.2%	1.6%
Hoover/S92	0	0.0%	1.2%	-1.2%
Lincoln/F89	5	10.6%	3.9%	6.7%
Lincoln/S90	10	17.9%	3.9%	14.0%
Lincoln/F90	10	17.9%	4.5%	13.4%
Lincoln/S91	5	11.1%	4.5%	6.7%
Lincoln/F91	0	0.0%	1.7%	-1.7%
Lincoln/S92	2	3.9%	1.7%	2.2%
North/F89	5	7.8%	7.4%	0.4%
North/S90	5	7.6%	7.4%	0.2%
North/F90	7	12.1%	4.5%	7.6%
North/S91	5	7.8%	4.5%	3.4%
North/F91	0	0.0%	5.7%	-5.7%

School/ Sem.	S.W.S. Drops	S.W.S. % Drops	School % Drops	S.W.S.-School- % Drops
North/S92	8	11.0%	5.7%	5.3%
Roosevelt/F89	4	6.4%	4.9%	1.5%
Roosevelt/S90	6	8.6%	4.9%	3.7%
Roosevelt/F90	0	0.0%	1.2%	-1.2%
Roosevelt/S91	0	0.0%	1.2%	-1.2%
Roosevelt/F91	3	6.4%	1.7%	4.7%
Roosevelt/S92	2	3.3%	1.7%	1.6%

Methodology and Results: In comparing S.W.S. dropout rate to the building rate one must keep in mind that S.W.S. students were selected for services as the most likely students to drop out. S.W.S. dropout rate is reported by semester. Annual school dropout rates have been halved to provide a rate for comparison purposes. The above percentages represent the difference between the S.W.S. dropout rate for a semester and half the annual ninth grade rate for that building. Negative numbers demonstrate that S.W.S. had a lower dropout rate than the building. The criteria for this objective was met at only one school as an average over six semesters. Fortunately however, four of the five schools averaged less than 2% higher dropout rate than the total ninth grade program.

Staff Performance Objectives

Objective 5: All of the students who complete a semester in S.W.S. shall have reviewed their personal vocational goals in a conference with the S.W.S. counselor as documented by a list of student names and corresponding individual goals on file with the S.W.S. counselor.

Methodology and Results: Individual vocational goals have been reported for every S.W.S. student completing a semester in the program.

Objective 6: The S.W.S. counselor/coordinator will meet or speak with 80% of the parents (or parent substitutes) of first semester S.W.S. students at some time during the semester as documented in a log kept by the S.W.S. counselor/coordinator.

Methodology and Results: Data indicate that the goal of contacting at least 80% of first semester S.W.S. parents was exceeded in each building each semester of 1989-92.

Staff Process Objectives

Objective 7: The S.W.S. Program Coordinator will, with the help of staff, design and conduct a one day in-service for S.W.S. staff each semester as documented by an agenda on file with the program coordinator.

Methodology and Results: In-service opportunities have been provided to S.W.S. staff one day per semester. A calendar of this in-service is included in the Process Evaluation portion of this report.

Objective 8: The S.W.S. counselor shall recruit students for the program so that by 30 days after the beginning of the semester the program will be at least 90% of capacity as documented by a list of student names and student numbers on file with the building S.W.S. coordinator.

Data: Enrollment In S.W.S. As A Percentage of Program Capacity

Semester	East	Hoover	Lincoln	North	Roosevelt
Fall 1989	110.00%	80.00%	78.33%	108.33%	162.22%
Spring 1990	110.00%	75.56%	101.67%	110.00%	155.56%
Fall 1990	138.33%	146.67%	101.67%	200.00%	160.00%
Spring 1991	118.33%	126.67%	78.33%	220.00%	135.56%
Fall 1990	160.00%	186.67%	103.33%	226.67%	78.33%
Spring 1991	133.33%	126.67%	88.33%	253.33%	101.67%
Average	128.33%	123.70%	91.94%	186.39%	132.22%

Methodology and Results: The total number of students served each semester at each site was divided by the capacity of the program to determine the percentage of capacity served. Over four semesters from 1989-91, every program site averaged 90% or greater. Some sites such as North and Roosevelt served nearly double the capacity. This can be attributed to many S.W.S. students not taking a full program of S.W.S. classes due to several reasons including involvement in Des Moines Plan classes and students seeking classes not offered by S.W.S.

Large increases in the percentages occur in the data for Hoover and North, programs which had their S.W.S. teacher allocation reduced for 1990-91. Reducing the teacher allocation causes a reduction in the capacity of a program. Program services that might have been cut were, in some cases, continued through the use of regular building staff. These reductions in S.W.S. staff were the result of low enrollment in S.W.S. classes in 1989-90. The need for S.W.S. placement was higher in 1990-91 but the cuts had already been made.

Objectives Addressed By Coordinator, 1991-92

1. Organizational Tasks
   - Developed funding proposal for Programs for Dropouts and Dropout Prevention for submission to State Budget Review Committee in 1989 and Instructional Support Levy in 1990/91, 1991/92
   - Wrote Evaluation of Programs for Dropouts and Dropout Prevention for submission to Department of Education
   - Developed and managed budget for personnel and program expenditures
   - Collected data, designed and wrote program evaluation
   - Represented S.W.S. with speaking and writing opportunities, and provided information about S.W.S. to community agencies and school staff
   - Consulted with supervisors and building administrators regarding staff
   - Consulted and supported S.W.S. staff regarding program objectives
   - Planned and conducted 24 separate in-service opportunities in 1989-92

2. Supported the development of two middle school S.W.S. demonstration projects through securing grant funding to support the site based development of programming and to provide in-service around critical issues for teaching youth at-risk. Acquired funding in Dropout Budget for six additional S.W.S. middle school sites.

3. Supported the District's coordination of services for youth at-risk by active participation in the Youth At-Risk Coalition and chairing the subcommittee for the development of a district plan for youth at-risk.

4. Facilitated development of a mentoring initiative at Hoover utilizing resources of The Register and United Way. Facilitated development of mentoring initiative between North S.W.S. and King Elementary. Represented Des Moines Schools on Steering Committee for United Way One to One Mentoring. Designed and provided in-service on an S.W.S. objective for community service and mentoring for 1992-93.

FUTURE PLANNING

Two demonstration projects for School Within A School at middle school level operated successfully in 1991-92. These were designed by building staffs to meet needs identified in these two particular buildings. Budget sources were sought to provide similar programming at six sites for 92-93. Other sites have expressed interest in the S.W.S. middle school concept. An additional $300,000 would be necessary to fund all middle schools desiring S.W.S.

The question of whether School Within A School students continue to need support beyond tenth grade has not been fully answered. The District has defined at-risk students as those whose "... success in school requires adaptation and modification of educational programs to provide the foundation for personally rewarding lives and to become self-sufficient, contributing, and productive citizens." We operate contrary to our own definition when we say that support is not needed at grades eleven and twelve. A followup study completed in 1989 indicated that many students struggle when S.W.S. support is withdrawn. A followup study needs to be initiated to determine the graduation rate for former S.W.S. students. Staff to conduct such a study are proposed in the 1993-94 budget.

Expansion of S.W.S. into the middle schools in 1991-92, and 1992-93 has greatly expanded the role of the S.W.S. Coordinator. Increased funding requirements dictate additional need for accountability to ensure accomplishment of program objectives. Strengthening S.W.S. by more fully implementing a program of mentoring and community service are additional priorities which come under the responsibility of this position. Dropout funding has increased by $800,000 since 1990 and the complexity of the budget building task has grown with each year. An addition of $28,000 would permit a return to the full time S.W.S. Coordinator role of 1989-90.

A change in the delivery of in-service for S.W.S. staff will be initiated for 1993-94 based on the strong need to have staff in the classroom when students are available for instruction. Beyond the school day in-service needs to become the primary rather than the secondary delivery pattern. Funding to support paying teachers will be needed.

Future plans for S.W.S. include continuing to adjust staff allocation so that program services may more appropriately match building needs for services to at-risk students. Building principals at both North and Hoover favor returning staff allocation to the levels of 1989-90. An additional 1.5 F.T.E. staff at a cost of $75,000 would be necessary to meet this request.